

Writing Overview

The following overview takes the following format:

Unit genre/intention (e.g. persuasive/poetry/explanation text/newspaper recount) (Fiction/non-fiction/poetry)

Stimulus: text/video/song/experience

Key skills: non-exhaustive 3-5 key skills (including SPaG) that are explicitly taught for that unit of work from the year group writing objectives

Year group	Autumn Term 1				Autumn 2							
Nurs	<p><u>Nursery Rhymes & My Mom and Dad Make Me Laugh</u> Looking eyes – Look at the adult reading / singing attempt to remember some key facts Identify the front cover of books Talk about pictures Start to understand the words are the part of the book that tell us what’s happening Opportunities to draw attaching meaning to marks and start to develop control over marks made</p>				<p><u>Brown Bear Brown</u> Bear What do you See? Join in repeated refrains make simple predictions Create class what can you see book. Create own page for book as authors Identify front cover and title</p>		<p><u>Dear Zoo</u> To recall facts from story name characters Draw pictures from text act out the story to improve recall of key facts. Introduce the blurb Non-fiction - wild animal / pet books</p>		<p><u>Traditional Nativity Story</u> Start to copy own name Non-fiction - link to Christmas celebration texts</p>		<p><u>The Sheep that Saved Christmas</u> Copy own name in cards and role play opportunities Non-fiction - link to Christmas celebration texts</p>	
Rec	<p><u>Baseline Initial sounds</u></p>	<p><u>Three Little Pigs</u> What are you good at? What kind of house do you live in? (oral outcomes)/ acting out with puppets</p>	<p><u>Goldilocks & the three bears</u> Who lives in your house with you? Mark making opportunities / likes and dislikes</p>	<p><u>Little Red Hen</u> PSED focus- Friendships / role play / Autumn / Harvest Key skills: initial sound knowledge / fine motor skills- letter formation / giving meaning to marks made / name writing</p>	<p><u>Bonfire Night</u> Story of Guy Fawkes / firework safety. CVC writing for firework sounds.</p>		<p><u>Diwali</u> Rama and Sita / Celebrations / mark making with rangoli patterns / acting out with puppets</p>		<p><u>Handas Surprise</u> Sequencing / story maps / acting in small groups / sequenced and oral retells</p>		<p><u>The Christmas Story</u> Puppets and acting, Sequence pictures, retell, Nativity story, writing greeting cards e.g. To Mom and Dad From X, Christmas story tray with prompts</p>	

Y1	<u>Narrative – simple sentences.</u> The Tin Forest Key skills: Hold a sentence, adjectives, capital letter, finger space, full stop	<u>Narrative – simple sentences, role play and sequencing.</u> Jack and the Beanstalk. Key skills: Hold a sentence, adjectives, capital letter, finger space, full stop,	<u>Narrative – sequencing and simple sentences.</u> Lost on the Beach. Key skills: Hold a sentence, capital letter, finger space, full stop, adjectives	<u>Poetry</u> Model text firework poem. Autumn leaf poetry linked to The Leaf Man Text. Key skills: Hold a sentence, adjectives, capital letter, finger space, full stop	<u>Narrative – sequencing and simple sentences.</u> The Gingerbread man – character description Key skills: Hold a sentence, adjectives, capital letter, finger space, full stop, conjunctions, -ing suffix	<u>Narrative</u> Lost in the snow. Key skills: Hold a sentence, adjectives, capital letter, finger space, full stop Sequencing the story and writing captions
Y2	<u>Character Description and Letter of Apology</u> The Scarecrows’ Wedding and model text. Key skills: Adjectives /noun phrases Verbs /adverbs (ly suffix)	<u>Non chronological report - Guide book</u> for Warwick Castle History work and trip to Warwick Castle plus Model text. Key skills: Headings /sub-headings Expanded noun phrases Sentence starts Conjunctions (when /if /because)	<u>Descriptive Poetry</u> Autumn leaves and Fireworks Range of poems. Key skills: Expanded noun phrases Verbs /adverbs Apostrophes for contraction	<u>Non-Chronological Report</u> /Fact File – Hedgehogs. Hedgehog /Wildlife NF books, video clips and own research. Key skills: Headings /sub-headings Expanded noun phrases Sentence starts Conjunctions (when /if /because)	<u>Familiar Story</u> – retell /revise Hibernation Hotel Key skills: Adjectives (feelings) Conjunctions Synonyms for ‘said’	<u>Persuasive Letter</u> Mog’s Christmas Calamity – letter to Santa. Key skills: Sentence types – questions Expanded noun- phrases Conjunctions Persuasive language
Y3	<u>Character and Setting Descriptions</u> The Hodgeheg Dick King Smith Key Skills: Writing to describe, identify features of setting and character descriptions. Tenses Capital letters and full stops revision Adjectives revision Synonyms Expanded noun phrases Adverbs Revision	<u>Biography-Harriet Tubman Transatlantic Slave Trade and Slavery in USA.</u> Biography of Harriet Tubman Key Skills: Identify features of biographies Use research skills to find out about Harriet using film clips and information texts. Chronology 1 st / 3 rd Person <u>Recount</u> Recount of an Escape to Freedom. Key Skills: Chronology Research Empathy 1 st /3 rd person Fronted Adverbials	<u>The Bronze Age-non chronological report – The Beaker People</u> (link with History) Information reports about the Beaker People Key Skills: Find features of non-chronological reports. Find facts/research Beaker people (and in History), summarise, write and edit. co-ordinating conjunctions subordinating conjunctions (In History write a non-chronological report about the Amesbury Archer)	<u>Narrative – write a short story</u> Tuesday – David Weisner Key Skills: Expanded noun phrases, adverbs, subordinating conjunctions	<u>Instruction Writing – write a set of instructions</u> Making Brownies, How to Make A Colour Spinner Keys Skills: Time conjunctions, imperative verbs, chronological order	<u>Counting Poems</u> Ten Little Monkeys Key Skills: Onomatopoeia, rhyming couplets (creating stop motion video, computing link)

Y4	<p><u>Diary entry for narrative – Wing</u> Wing video clip – Literacy Shed Model Text deconstruction Key skills: Fronted adverbials Expanded noun phrases Short write of diary opening with fr adv and np Subordinate conjunctions/clauses</p>	<p><u>Informal letter – WW2 – evacuee letter home</u> Cross curricular links to WW2 History Dear Francis text deconstruction Key skills: Coordinating conjunctions Expanded Noun phrases Fronted adverbials</p>	<p><u>Biography - Black History Month</u> Text deconstruction (Stormzy) Stormzy early life video clip Key skills: Non-fiction organisational features, such as subheadings Formal sentence structures Research and write a biography about a famous black person.</p>	<p><u>Narrative short story – WW2 air raid</u> Cross curricular links to WW2 History Text deconstruction Key skills: Dialogue and speech punctuation Fronted adverbials Expanded noun phrases</p>	<p><u>Poetry – WW2</u> Poetry based around WW2 and fighting in the trenches (cross-curricular link)</p>
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Y5	<p><u>Newspaper Articles-The Titanic</u> The Titanic Eyewitness Book Newspaper Article Model Text-Building of the Titanic. Key skills: Identifying features of newspaper articles Writing Newspaper articles for Launch of the Titanic Dogs on the Titanic, who was to blame for the sinking of the Titanic? Direct and Reported Speech Contracted apostrophes (rev) Exclamation marks/question marks (rev) Fanboys-coordinating conjunctions and comma use (rev)</p>	<p><u>Recounts-The Titanic</u> Ester Hart/Mrs Reniff/Elin Hakkinen Recounts Key skills: Identifying features of recounts. Writing Recounts-Monster in the Playground, Survivor’s Recount Fronted Adverbials Possessive Apostrophes and Contractions (rev)</p>	<p><u>Narrative-The Twits by Roald Dahl.</u> Twits Book Key skills: Write a character description of Mr/Mrs Twit Descriptive Dialogue (S+V+A) Write a new prank chapter for The Twits Short story in the style of Roald Dahl about Roly Poly Bird or Muggle Wump. (Writing Portfolio Task) Subordinate conjunctions Parenthesis</p>	<p><u>Playscripts-The Twits</u> Twits playscript model text. Key skills: Identify features of playscripts Convert chapter of the Twits into a playscript. -ed sentence starters</p>
Y6	<p><u>Informal diary entry based on fictional character</u> Oranges In No Man’s Land (narrative text) Key skills: Informal writing structures & vocabulary Relative clauses Apostrophes for possession and contraction</p>	<p><u>Biographical</u> Black History Month – various non-fiction texts about famous black people. Key skills: Colons and semi-colons Multi-clause sentences and formal sentence structures and vocabulary Passive voice</p>	<p><u>Rap Poems</u> Collection of poems by the black poet Karl Nova (link to BHM) Key skills: Rhyme/rhythm Performance poetry Metaphor/simile Personification Alliteration</p>	<p><u>Formal complaint letter</u> Model text and range of formal complaint letters Key skills: Formal adverbials Colons and semi-colons Passive voice Cohesive devices</p>

Year group	Spring 1			Spring Term 2		
Nurs	<p><u>Goldilocks and the Three Bears</u> Focus on story opener Once upon a time.... Traditional tale Act out story recalling detail for longer story Use language for sequencing the story, first, next Discuss the ending of the story Non-fiction bears information books & food / breakfast books</p>	<p><u>We're Going on a Bear Hunt</u> Recall key details of the story Join in with repeated refrains Compare story opener Sequencing language Suggest alternative endings</p>	<p><u>Bear Snores On</u> Descriptions of varied weather conditions Emotions of feeling sad Winter non-fiction books</p>	<p><u>Hairy Maclary</u> Introduce concept of rhyme Focus on characters in the book Read the blurb Poems & Rhymes and songs to reinforce rhyming concept Non-fiction dogs / pets books</p>	<p><u>Colour Monster</u> Focus on visual skills identifying characters by colour / emotion Make links to other familiar stories and to our own emotions</p>	<p><u>Where's My Teddy</u> Spring / Easter focus Link towards Summer Name writing skills Familiar logos attempt to mark make with them/ like them</p>
Rec	<p><u>Christmas retell</u> "I had a ..." sentence ordering and writing. Looking at key sentence features. Winter Read and Create a non-fiction winter book using pictures and captions. Recap sentence features.</p>	<p><u>Alone in the woods- Spring</u> 3 week Pie Corbett cycle of imitate, innovate and invent using story maps, oral retells including the innovation and main event <u>People who help us</u> CVC writing / simple sentence Story Retells & story maps linked with occupational stories e.g. little workmates range. Fact recall from non-fiction books Non-fiction recall Key skills: Letter formation, CVC writing, discussion about features of non-fiction, writing short captions</p>	<p><u>Ready Steady Grow Jack and the Beanstalk / Jaspers beanstalk</u> Bean diary / instructions / life cycle of a bean Key skills: CVC, letter formation, imaginative thinking to inform writing, writing stamina, creating a fast and efficient handwriting style, instruction writing, creating a diary Life cycle of a bean, introducing features of a list e.g. To grow a bean you will need...Completion of a bean diary with the support of research from non-fiction books.</p>	<p><u>Mother's Day</u> Opportunities for writing- card inserts, why is mom special to you? Features of a greeting card.</p>	<p><u>Non-fiction - plants</u> Non-fiction books about plants- key features of non-fiction and compare with features of fiction books. Key skills: Letter formation, CVC writing,</p>	
Y1	<p><u>Walking through the jungle poem</u> – model text. Rewrite poem and write own verses. Key skills: Hold a sentence, verbs, capital letter, finger space, full stop, -ing suffix</p>	<p><u>Narrative – story ordering</u> Peace at last – story ordering. Key skills: Hold a sentence, 2a sentence, capital letter, finger space, full stop, nouns</p>	<p><u>Narrative - retell</u> Peace at last - retell of story using picture map. Key skills: Hold a sentence, adjectives, capital letter, finger space, full stop, un- prefix</p>	<p><u>Narrative - Supertato x 3 weeks.</u> Character description. Designing own super vegetable Retell of story in comic strip format Key skills: Hold a sentence, adjectives, capital letter, finger space, full stop, est suffix, -ed suffix</p>	<p><u>Narrative – text comparisons Bear Hunt and Lion Hunt</u> Retell of both stories Change the ending of one story – innovation writing Key skills: Hold a sentence, adjectives, capital letter, finger space, full stop, nouns, verbs</p>	<p><u>Family tree – linked to History topic</u> Key skills: Hold a sentence, capital letter, finger space, full stop, nouns</p>

Y2	<u>Setting Description and Instructions /explanation</u> Jampires and model text (how to catch a Jampire). Key skills: Expanded noun phrases Suffixes Verbs /adverbs Apostrophes for possession /contraction	<u>Letters of Complaint – from different viewpoints</u> History work on GFoL and model text (letter to Lord Mayor of London) Key skills: Expanded noun phrases Conjunctions Questions Commands Commas in a list	<u>Poetry using the senses</u> Fire poetry Key skills: Vocab choice Alliteration Expanded noun phrases Exclamations	<u>Character comparison and Adventure Story – innovation</u> The Tunnel and model text Key skills: Expanded noun phrases Verbs /adverbs Suffixes Sentence types - questions	<u>Non-Chronological Report –</u> Emperor Penguins Geography work, Looking after the Egg, Dynasties documentary. Key skills: Headings /sub-headings Expanded noun phrases Sentence starts Conjunctions (when /if /because) Questions	<u>Writing the Next Chapter – Otto the Penguin Chick</u> The Penguin Who Wanted to Find Out and Geography work. Key skills: Expanded noun phrases Conjunctions Suffixes Sentence starts	
Y3	<u>Fables – write an invention of a fable</u> The Lion and The Mouse Key skills: Speech Subordinating conjunctions paragraphing	<u>Narrative – write an adventure story and diary entries</u> Harry The Poisonous Centipede Key skills: Perfect form Expanded Noun Phrases Adverbs and adverbials	<u>Basic Skills</u> Alphabet, dictionary and thesaurus work. Key skills: Alphabetising Defining vocabulary Synonyms and antonyms Editing	<u>Traditional Tales – write a traditional tale</u> The Three Little Pigs Key skills: Script writing Possessive apostrophes Commas for lists Speech			
Y4	<u>Non-chronological report – Imaginary creature</u> Text deconstruction Key skills: Apostrophe for possession Coordinating conjunctions Simile sentence starters	<u>Narrative Short Story – Silence Seeker</u> (Cross-curricular link PSHE) Shared text Text deconstruction Key skills: Speech punctuation and vocabulary Adverbial phrases Noun phrases	<u>Newspaper Report based on El Caminante</u> Text deconstruction Examples of real newspapers El Caminante film clip Key skills: Direct/indirect speech Adverbial phrases Subordinate clauses	<u>Narrative - The Black Hat – invention of story</u> Video clip The Black Hat (Literacy Shed) Text deconstruction Drama activities Key skills: Dialogue including said synonyms and adverbs Fronted adverbials Subordinate clauses			
Y5	<u>Fables</u> Range of different fables Key skills: Identify features of Fables Write a letter Plan and write own Fable Different sentence types, Subject and Object of Sentence	<u>Fairy Tales-Rumpelstiltskin</u> Ladybird Version Model Text version Muppets Version Key skills: Compare different versions in a comparative report. Character Description of Rumpel’ Write a new version of Rumpel’ Write own Fairy Tale relative clauses Expanded Noun Phrases Simile sentence starters and subordinate conjunction sentence starters	<u>Story Poems</u> Roald Dah’s Revolting Rhymes Key skills: Write own fairy tale in a story poem Onomatopoeia, Personification	<u>Legends</u> Bedd Gelert Key skills: Identify features of legends. Features of a hero. To explore a character, his actions and the character’s feelings towards his actions after the events. To write a letter as a character explaining his actions and emotions. Determiners	<u>Ancient Egyptian Myths</u> Story of Osiris Birth of a Rainbow Myth Nut’s Children Key skills: Identify the features of myths Write a myth based on the sky Create own God and write a myth based on God. Sentence starters	<u>Narrative - The Piano-Film</u> The Piano-by Aiden Gibbons – film clip Key skills: Understand symbolism and discuss meanings in a film Expand sentences by adding detail Use senses to bring description to life Understand triggers for flashbacks Write a flashback Similes and metaphors Semi-colons	<u>Narrative - Beyond The Lines-Film</u> Beyond The Lines - Literacy Shed film clip Key skills: Developing observational skills when watching a film narrative & discussing inferences. Identify and explore characters' emotions without dialogue or text. Studying & comparing emotive language in letters home from soldiers during the war. Writing an emotive, descriptive, personal letter from a soldier to a loved one.

Y6	<u>Non-chronological report - mythical creature</u> Tongo Lizard model text/David Attenborough programmes Key skills: Maintaining formality/writing register Colons and semi-colons Maintaining tense & relative clauses Active and passive voice	<u>Suspense story</u> Literacy Shed - Francis Key skills: Developing atmosphere/mood in writing (including figurative language) Show not tell sentences Dialogue for character Sentence length for effect Dashes for effect	<u>Mystery story - write next part of story</u> David Guetta music video 'Titanium' and model story starter. Key skills: Different sentence starters Expanded noun phrases Cohesion Dialogue for action/character Sentence length for effect	<u>Police report - formal third person recount</u> David Guetta music video 'Titanium' & model police report. Key skills: Modal verbs Active/passive voice Parenthesis Multi-clausal sentences
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Year group	Summer Term 1			Summer Term 2				
Nurs	<p><u>Come on Daisy</u> Recall details from longer stories Initial sound work - find other words with a same initial sound Understand emotion happy sad, introduce worried/scared Name writing – forming letters correctly Non-fiction - Ducks and lifecycle baby animals</p>	<p><u>Titch</u> Recall events from story sequencing events Understand emotions introduce fed up / frustrated Follow direction of the text left to right top to bottom Draw pictures from story with increasing detail Model writing seed packets Name writing – forming letters correctly Representational drawing of plant growth Non-fiction - growing and bean lifecycle books</p>	<p><u>Oliver's Vegetables</u> Develop understanding of categories fruit / veg use phonic / initial sound knowledge to write lists Non-fiction - fruit and vegetable books</p>	<p><u>Bad Tempered Ladybird</u> Continue to encourage writing based on sound knowledge Start to understand the function of non-fiction books and why we use them Non-fiction - mini-beast books</p>	<p><u>Mama Panya's Pancakes</u> Comparative language and pictures about different setting Observational drawing of different country – children add labels / model writing of labels Non-fiction - maps and atlases non-fiction books relating to country of the book</p>	<p><u>Suddenly</u> Re-inforce concepts of where and who Future tense discussions and plans Make own map of journey Non-fiction - transport books – what other ways can we travel link to own experiences</p>	<p><u>Little Red Riding Hood</u> Recap on where and who Future tense discussions and plans. Non-fiction books about new experiences such as starting school</p>	
Rec	<p><u>Countries</u> Looking at texts that are based in contrasting countries e.g. Handa's Surprise and Handa's Hen <u>Handa's Surprise & Handa's Hen</u> Sequencing main events in the story e.g. animals and fruit, comparing Africa and where we live...looking at what is the same and what is different e.g. weather, clothes, house etc... Key skills: Story sequencing, letter formation, CVC writing, sentence writing, captions to label pictures, opportunities to write creatively and independently.</p>			<p><u>Space</u> Opportunities for writing- CVC & simple sentences about the sun/moon <u>Whatever Next</u> Acted out / sequenced and retold / draw and label what to take to space / Differentiated hold a sentence <u>Little Rocket Special Star</u> Draw and label what is seen from spaceship window, what we would see in space/ opportunities for writing facts about a star including adjectives. Key skills: Letter formation, CVC, hold a sentence, name writing</p>		<p><u>Aliens love underpants</u> Puppets, acting to inform writing. Introducing adjectives to describe the aliens and put into a simple sentence e.g. It has a... It is...Writing own creative sentence rather than a given. Story tray with writing prompts e.g. What does your alien look like? Design and write a describing sentence. <u>How to catch a star</u> Acted / story map / differentiated hold a sentence / draw and label a star catching machine / writing frame favourite part of the story Key skills: letter formation, CVC, hold a sentence, name writing</p>		
Y1	<p><u>Character description and Non-chronological report</u> Key skills: Hold a sentence, adjectives, capital letter, finger space, full stop, verbs, er suffix</p>	<p><u>Instruction writing</u> to teach a dragon to fly. Zog – rhyming text. Key skills: Hold a sentence, capital letter, finger space, full stop, rhyming words</p>	<p><u>Narrative - retell story and re-write ending – 3 weeks</u> Oliver who travelled far and wide Key skills: Hold a sentence, adjectives, capital letter, finger space, full stop, nouns, ed suffix, un prefix</p>	<p><u>Informal letter writing and comparison of traditional story and modern version.</u> Jim and the Beanstalk x 2 weeks. Correct use of capital letters and full stops in sentences. Key skills: Hold a sentence, build a sentence, capital letters, full stops, finger spaces, nouns, verbs.</p>	<p><u>Newspaper report and text comparison</u> The True Story of the 3 Little Pigs x 2 weeks. Key skills: Hold a sentence, build a sentence, capital letters, full stops, finger spaces, features of a newspaper report.</p>	<p><u>Nursery rhymes/narrative-writing a sequel to another nursery rhyme.</u> After The Fall x 2 weeks. Transition work for Yr 2 – discussion about fears and how we can overcome them. Key skills: Hold a sentence, build a sentence, capital letters, full stops, finger spaces, varied sentence starters.</p>		

Y2	<u>Explanation /Ultimatum</u> The Day the Crayon Quit Key skills: Conjunctions Questions Commands	<u>Poetry</u> Nonsense poetry by Michael Rosen (books and videos) Key skills: Rhyming words Vocabulary for effect Sentence length	<u>Diary Entry</u> History work on Florence Nightingale and model text. Key skills: Expanded noun phrases Conjunctions Questions Exclamations Commas in a list	<u>Writing a Blurb and Book Review</u> The Tear Thief Key skills: Expanded noun phrases Conjunctions Suffixes Questions Commands Vocabulary /word choice for effect	<u>Alternative Character's Point of View</u> Handa's Surprise and model text (what the goat saw) Key skills: Expanded noun phrases Suffixes Questions Exclamations Commas in a list	<u>Writing a Letter Home</u> Geography work and If You Were Me and Lived In Kenya Key skills: Expanded noun phrases Questions Exclamations Vocabulary choice for effect	<u>Narrating an Animation</u> Bubbles animated film. Key skills: Expanded noun phrases Verbs /adverbs	<u>Adventure Story – innovation</u> The Dragon Machine Key skills: Expanded noun phrases Conjunctions Suffixes Questions Vocabulary /word choice for effect.
Y3	<u>Biographies</u> about a famous person Mae Jemison Key skills: Research, Writing to inform Headings/layout Third person Maintaining formality	<u>Poetry – write own version</u> Imagine Key skills: Personification Simile Metaphor Alliteration	<u>Dilemma Story</u> Shh! We Have A Plan... Key skills: Cohesive devices Rule of three Commas for lists Determiners - a or an	<u>Consolidation</u> Key skills: Speech, Adverbs, Synonyms, Editing	<u>Adventure Story – continue story</u> Fantastic Mr Fox Key skills: Paragraphing Character descriptions – expanded noun phrases Direct speech including said verbs and punctuation	<u>Letter Writing</u> Fantastic Mr Fox Key skills: Letter presentation Writing to persuade Writing to inform Coordinating and subordination conjunctions Formal adverbials		
Y4	<u>Poetry – based around 'The Black Hat'</u> Poetry deconstruction Poetry features PPT Key skills: Verse/line Rhyme Onomatopoeia Alliteration	<u>Persuasive Letter – £100k to spend on school</u> Text deconstruction Drama/role play to persuade partner Key skills: Formal sentence structures Adverbial phrases Rhetorical questions	<u>Explanation of a process - The Shirt Machine</u> Video clip The Shirt Machine Text deconstruction Key skills: Causal language Formal sentence structures Fronted adverbials	<u>Narrative – Dreamgiver – write an invention</u> Video clip for Dreamgiver Character inference Key skills: Noun phrases Speech punctuation and verbs Adverbial phrases				

Y5	<p>Comparative Report The Lion The Witch and The Wardrobe by C.S. Lewis Model text comparative report book and DVD cover. Key skills: Comprehension of Model text Find words and phrases for comparisons Use words and phrases to compare 4 children in the book. Compare Turkish Delight Part of Book and Film, gather similarities and differences during research and write a comparative report. Homophones Parenthesis revision Formal language and formality</p>	<p>Formal Report – about the Professor LWW by C.S. Lewis Model Text-formal report about C.S. Lewis Key skills: Comprehension of Model text Gather information about the Professor using text/film/artefacts-set up a SECRET MISSION TASK. Formal language and sentence structures Active and passive voice</p>	<p>Persuasive Speech and Letter LWW by C.S.Lewis Model Text-Lucy Persuasive Letter to the Professor about going to Narnia. Model text-Formal Letter from Mrs Beaver to Aslan and Informal Letter from Mr Beaver to the White Witch Key skills: Persuasive features- deconstruct model text-NB SPaG features, flattery, bribery etc Formal adverbials e.g. moreover, in addition, etc Convert Mr Beaver’s informal letter into a formal letter using formal vocabulary and more formal language for persuasive features. Write a persuasive speech with a partner/group to say if White Witch is danger/not to Narnia. Parliamentary Debate to deliver speech. Write persuasive letter to convince the speaker of the house that your view is correct one. Rhetorical questions Modal verbs Prepositions</p>	<p>Balanced Argument – should wardrobe be destroyed? LWW by C.S. Lewis Model Text-Should children be evacuated? Key skills: Deconstruct model text-formal adverbials Parenthesis and relative clause revision Formal language Justifying points with quotation and correct punctuation Hyphens Ambiguity</p>	<p>Formal Complaint Letters LWW by C.S. Lewis Model Text-complaint letters Key skills: Deconstruct for features and formality Cohesion Colons</p>	<p>Persuasive Leaflet –create persuasive visitor leaflet for Narnia LWW by C.S. Lewis Model Text- leaflets for theme parks. Key skills: Identify features of persuasive leaflets Prefixes Dashes</p>
Y6	<p>SAT’s revision focus</p>	<p>Poetry Write a poem based on Dada’s Stories by Joseph Coelho. Also study other poems from ‘Werewolf Club Rules’ book. Key skills: Word play Imagery & personification Performing poetry Drafting and editing poetry</p>	<p>Persuasive writing – formal – spending money on school Model text – spending £100k on a school zoo. Key skills: Formal adverbials Multi-clause sentences Maintaining formality/register Passive voice</p>	<p>Suspense story Literacy Shed Alma Key skills: Developing atmosphere/mood in writing (including figurative language) Show not tell sentences Dialogue for character Sentence length for effect Dashes for effect</p>	<p>Group Persuasive Advertisement Campaign Secondary transition unit Key skills: Persuasive techniques (alliteration, superlatives etc) Designing and writing TV advertisement Writing a jingle/rap for their product Writing and giving presentations Teamwork</p>	

Year group writing objectives

Year 1	Year 2 (End of Key Stage Teacher Assessment Framework)	Year 3
<ul style="list-style-type: none"> • Write simple narratives about personal experiences and those of others (real or fictional) • Begin to write coherently using: <ul style="list-style-type: none"> ○ adjectives to describe and inform (adding detail) ○ simple sentence that make sense ○ statements, commands and questions as appropriate • Demarcate capital letters and full stops to demarcate sentences with increasing accuracy • Capital letters for names, places, days of the week and the personal pronoun I • Begin to use question marks and exclamation marks • Use the simple present and past tense accurately • Use co-ordination to join clauses e.g. and • Segment spoken words into phonemes and represent them with graphemes, spelling some of these words correctly and making phonically-plausible attempts at others • Spell many Y1 common exception words accurately • Add suffixes to spell some words correctly e.g. ed – ing, s/es, -er, -est • Add prefixes to spell some words correctly e.g. un- • To consistently form lowercase and capital letters correctly, starting and finishing in the right place. • To write letters on the line with descenders and ascenders used accurately • To use appropriate sizing of lowercase letters and capital letters in relation to each other in most of the writing • Use spacing between words. 	<p>The expected pupil can, after discussion with the teacher:</p> <ul style="list-style-type: none"> • write simple, coherent narratives about personal experiences and those of others (real or fictional) • write about real events, recording these simply and clearly • demarcate most sentences in their writing with capital letters and full stops, and use • question marks correctly when required • use present and past tense mostly correctly and consistently • use co-ordination (e.g. or / and / but) and some subordination (e.g. when / if / that / because) to join clauses • segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others • spell many common exception words* • form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters • use spacing between words that reflects the size of the letters. 	<ul style="list-style-type: none"> • Write for a range of purposes and audiences by: <ul style="list-style-type: none"> ○ Some use of the right language for the genre ○ Beginning to be able to write formally (choosing contraction use) ○ Some evidence of extended writing (several paragraphs) • In narratives, describe settings and characters <ul style="list-style-type: none"> ○ Beginning to use mixed sentence lengths for effect (Longer for build-up, shorter for action) ○ Expanded noun phrases with pre-modifiers and prepositional phrases (post-modifier) ○ Figurative Language (e.g. similes) • In narratives, integrate dialogue that uses different verbs for said • Use a range of cohesive devices within and across sentences and paragraphs: <ul style="list-style-type: none"> ○ Conjunctions (subordinating & co-ordinating) ○ Use paragraphs to organise ideas ○ Pronouns (Mark/he/his) and adverbials (today, this afternoon..) ○ Non-fiction: Heading/subheading, introduction and conclusion sentence/paragraph • Select vocabulary and grammatical structures that reflect the formality of the writing <ul style="list-style-type: none"> ○ Beginning to select some ambitious appropriate vocabulary ○ Some evidence of a range of different sentence openers e.g. adverbs, subordinate conjunction, 2 adjectives ○ Adverbials to show time, place, manner and reason • Use verb tenses mainly consistently and correctly throughout the writing (beginning to use present perfect tense and subject verb agreement) • Year 1-3 Punctuation used mainly correctly: • Inverted commas/Speech marks <ul style="list-style-type: none"> ○ Commas for clarity (e.g after subordinate Clauses starter) ○ Use apostrophes for singular possession and beginning to use apostrophes for plural possession ○ Commas in a list • Use the correct the determiner ('a' or 'an') depending on the following word • Spell most Year 2 common exception words correctly

		<ul style="list-style-type: none"> • Spell correctly some words from the Year 3 / 4 spelling list • Improving writing by making additions and revisions • Begin to use legible joined up handwriting for most letters (correct size etc)
Year 4	Year 5	Year 6 (end of Key Stage Teaching Assessment Framework)
<ul style="list-style-type: none"> • Write for a range of purposes and audiences by <ul style="list-style-type: none"> ○ Choosing the right language for the genre (entertain/inform/persuade) ○ Some evidence of formal writing ○ Some evidence of extended writing (one page of A4 or more) • In narratives, describe settings, characters and atmosphere <ul style="list-style-type: none"> ○ Mixed sentence lengths for effect (Longer for build-up, shorter for action) ○ Expanded noun phrases with pre-modifiers and prepositional phrases (& some quantifiers) ○ Show not tell sentences ○ Figurative Language (e.g. similes) • In narratives, integrate dialogue that: <ul style="list-style-type: none"> ○ Uses different verbs and adverb verb combinations for 'said' and has NSNL • Use some indirect speech e.g. He told me that... • Use a range of cohesive devices within and across sentences and paragraphs <ul style="list-style-type: none"> ○ Pronoun or noun to aid cohesion ○ Conjunctions (subordinating & co-ordinating) ○ Paragraphs to organise ideas ○ Non-fiction: Heading/subheading/columns & intro/conclusion paragraph ○ Adverbials to show time, place, manner and reason (in different locations) • Select vocabulary and grammatical structures that reflect the formality of the writing <ul style="list-style-type: none"> ○ Ambitious appropriate vocabulary ○ Range of different sentence openers e.g. -ing starter, fronted adverbials, sub clause starter, adjective/-ed starter, simile starter ○ Some use of formal adverbials in appropriate genre/audience (e.g. Moreover) • Use verb tenses mostly consistently and correctly throughout the writing (including some evidence of present perfect tense and subject verb agreement) • Capital letters, full stops, exclamation marks and question marks used correctly. • Year 1-4 Punctuation used mainly correctly Inverted commas & NSNL <ul style="list-style-type: none"> ○ Commas for clarity (Clauses, fronted adverbials, Speech) and lists 	<ul style="list-style-type: none"> • Write for a range of purposes and audiences by: <ul style="list-style-type: none"> ○ Confidently selecting structure, language and organisation of a text depending on audience and purpose ○ Chose level of formality for a piece of writing and sustain it across the majority of the work ○ Evidence of extended writing (one page of A4 or more) • In narratives, describe settings, characters and atmosphere to consciously engage the reader <ul style="list-style-type: none"> ○ Single and multi-clause sentence lengths for effect (Longer for build-up, shorter for action) ○ Expanded noun phrases with pre and post-modifiers and prepositional phrases ○ Use show not tell sentences to create mood ○ Figurative Language (e.g. similes/metaphors/personification) • In narratives, integrate indirect speech and dialogue that begins to convey character • Use a range of cohesive, organisation and presentational devices within and across sentences and paragraphs that are relevant to text type: <ul style="list-style-type: none"> ○ Pronouns & synonyms ○ Conjunctions ○ lexical cohesion ○ Paragraphs to organise ideas and suitably linked ○ Non-fiction: Heading/subheading/bullet points/columns (& intro/concl paragraph) ○ Adverbials to show time, place, manner and reason (including fronted) • Select vocabulary and grammatical structures that reflect the formality of the writing <ul style="list-style-type: none"> ○ Ambitious appropriate vocabulary and technical/subject specific vocabulary to reflect the formality ○ Range of different sentence openers e.g. -ing starter, fronted adverbial, Subordinate conjunction, -ed starter, simile starter ○ Formal Adverbials in appropriate genre/audience (e.g. Moreover) ○ Use relative clauses beginning with a relative pronoun • Use verb tenses mostly consistently and correctly throughout the writing (including some evidence of perfect tense and subject verb agreement) Use adverbs and modal verbs to indicate degrees of possibility • Year 1-5 punctuation used correctly <ul style="list-style-type: none"> ○ Capital letters and full stops ○ Exclamation marks and question marks 	<p>The expected pupil can:</p> <ul style="list-style-type: none"> • write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing) • in narratives, describe settings, characters and atmosphere • integrate dialogue in narratives to convey character and advance the action • select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility) • use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs • use verb tenses consistently and correctly throughout their writing • use the range of punctuation taught at key stage 2 mostly correctly^ (e.g. inverted commas and other punctuation to indicate direct speech) • spell correctly most words from the year 5 / year 6 spelling list, and use a dictionary • to check the spelling of uncommon or more ambitious vocabulary • maintain legibility in joined handwriting when writing at speed.

<ul style="list-style-type: none"> ○ Apostrophes for contraction, singular possession and some use of apostrophes for plural possession • Spell most words correctly (Year 3-4) • Spell simple homophones and near homophones mostly correctly • Improving writing by making additions and revisions • Evidence of legible joined up handwriting 	<ul style="list-style-type: none"> • Year 1-5 Punctuation used mainly correctly <ul style="list-style-type: none"> ○ Inverted commas and other punctuation to punctuate direct speech (e.g. a comma after the reporting clause; NSNL; end punctuation within inverted commas) ○ Commas for clarity (Clauses, fronted adverbials, Speech) and to avoid ambiguity with increasing accuracy ○ Apostrophes for singular possession and some use of apostrophes for plural possession ○ Use brackets, dashes or commas to indicate parenthesis (,, () - -) ○ Beginning to use : and ; and dashes • Spell correctly most words from the year Y3/4 word list • Spell correctly some words from the year Y5/6 word list • Evidence of legible joined up handwriting • Improve writing by making additions and revisions to vocabulary, grammar and punctuation. 	
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